



Years 1/2/3

40-60 mins

TEACHER

Create Friendship Pods



Diversity

WHAT YOU NEED

One "pea" per child, enough pea pods to hold 3 peas each, coloured pencils

KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	
Managing self	✓
Relating to others	
Participating and contributing	✓

VALUES

Excellence	
Innovation, inquiry, and curiosity	
Diversity	✓
Equity	
Community and participation	✓
Ecological sustainability	
Integrity	

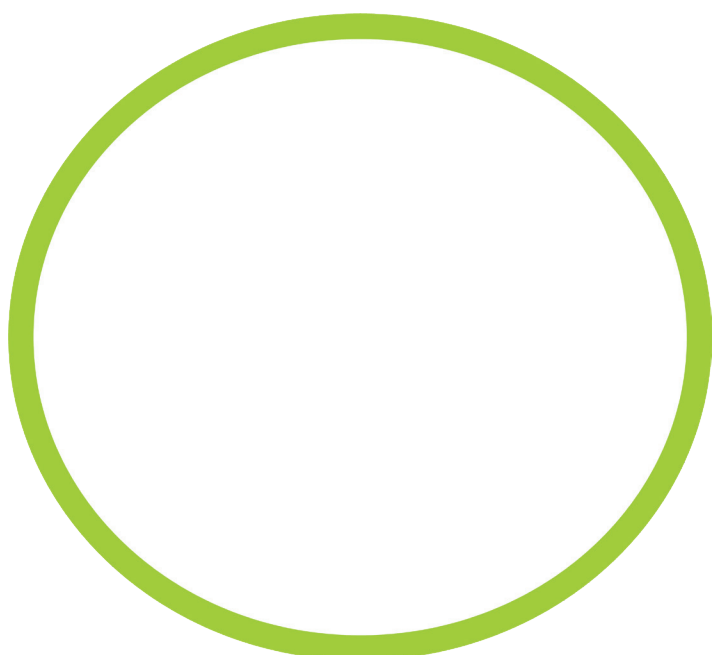
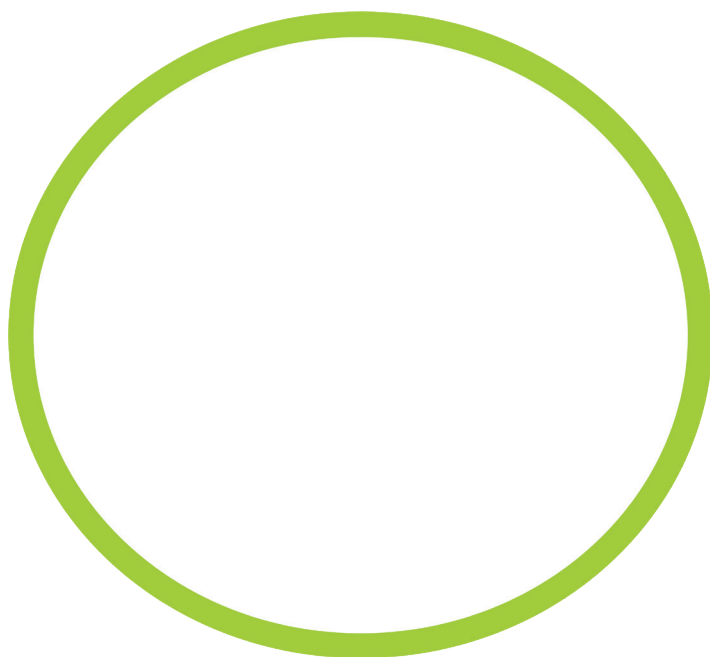
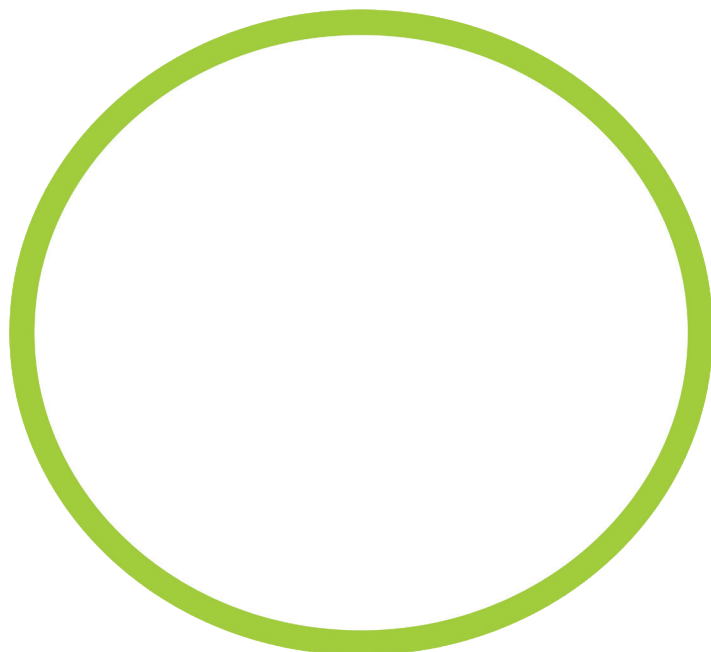
INSTRUCTIONS

1. Print and cut out the pea templates (circles) - enough for each child to have one.
2. Print and cut out the pod template - enough to hold three peas each.
3. Explain what the term 'peas in a pod' means - People who are very alike; being similar to another person, or because both people like doing the same things.
4. Ask the children to draw a picture of themselves inside their pea shape.
5. Create a discussion about some of the things the children have in common to decide which peas go into which pods.
6. Glue the peas into the pods and display these in the classroom.





Cut out the pea templates



Years 1/2/3

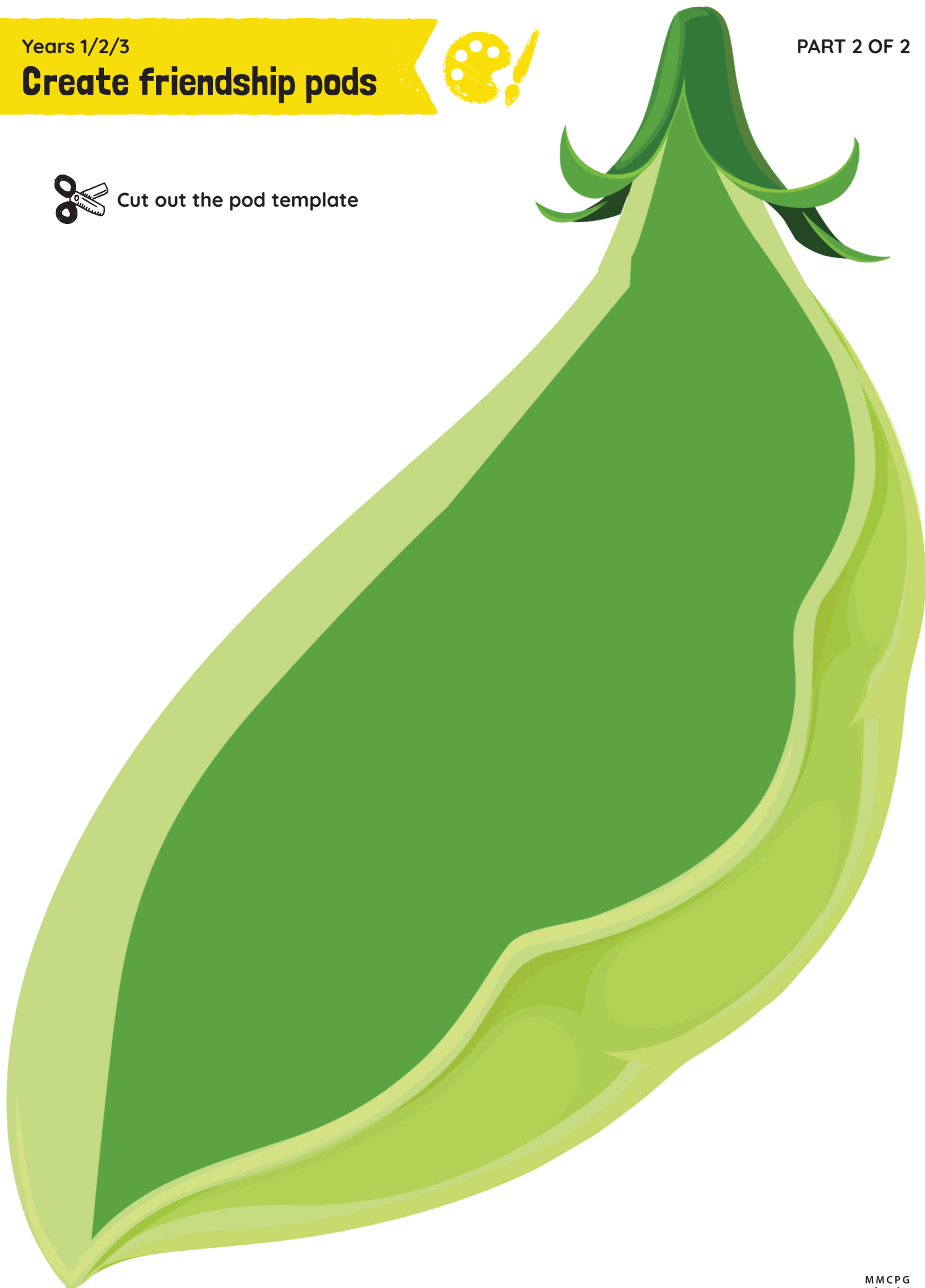
Create friendship pods



PART 2 OF 2



Cut out the pod template





Years 1/2
30-40 mins

TEACHER

Peas in a Pod



Diversity

WHAT YOU NEED

Printed worksheets, pencils

KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	✓
Managing self	✓
Relating to others	✓
Participating and contributing	✓

VALUES

Excellence	✓
Innovation, inquiry, and curiosity	✓
Diversity	✓
Equity	
Community and participation	✓
Ecological sustainability	
Integrity	

INSTRUCTIONS

1. Provide each child with a printed worksheet and pencil.
2. Explain what the term 'peas in a pod' means - People who are very alike; being similar to another person, or because both people like doing the same things.
3. Create a discussion around the different pictures, making sure the children understand their choices.
4. Explain to the children that they need to choose only one favourite in each category from the picture choices.
5. Ask the children to mark or tick their favourite in each category.
6. Read aloud each of the choices, asking the children to raise their hand when you call out the one they have chosen - this way they can see who is like them.
7. Ask the children to draw a picture of themselves and a friend with their favourite animal.

*If printing in black and white: My favourite colour can be coloured in using crayons/colouring pencils.



Milly, Molly & Lily are Three Peas in a Pod



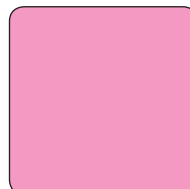
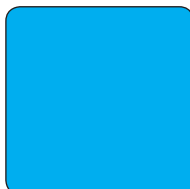
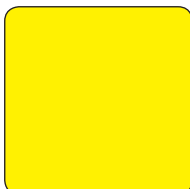
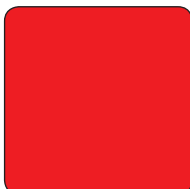
Peas in a pod



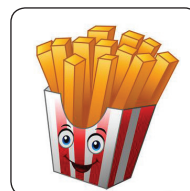
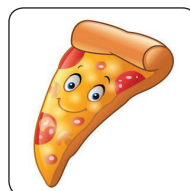
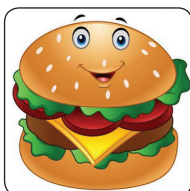
My
favourite
animal



My
favourite
colour



My
favourite
food



My
favourite
thing
to do



Draw a picture of yourself and a friend like you with your favourite animal.



Years 3/4
20-30 mins

TEACHER

Peas in a Pod



WHAT YOU NEED

Printed worksheets, pencils

KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	✓
Managing self	✓
Relating to others	✓
Participating and contributing	✓

VALUES

Excellence	✓
Innovation, inquiry, and curiosity	✓
Diversity	✓
Equity	
Community and participation	✓
Ecological sustainability	
Integrity	✓

INSTRUCTIONS

1. Provide each child with a printed worksheet and pencil.
2. Explain what the term 'peas in a pod' means - People who are very alike; being similar to another person, or because both people like doing the same things.
3. Read the choice aloud or ask the students to share the words they can with the rest of the class.
4. Explain to the children that they need to choose only one favourite in each category from the picture choices.
5. Ask the children to write their favourites in the spaces provided.
6. Ask the children to talk to other children in the class to find friends that have chosen the same favourites for each category, then write these names in the boxes.

*If printing in black and white: My favourite colour can be coloured in using crayons/colouring pencils.





Peas in a pod



My
favourite
animal



Rabbit



Cow



Cat



Dog

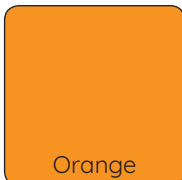


Pig

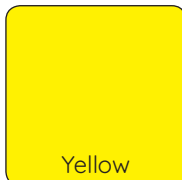


Chick

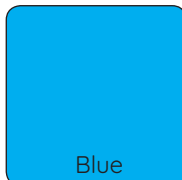
My
favourite
colour



Orange



Yellow



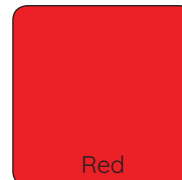
Blue



Pink



Green



Red

My
favourite
food



Donut



Hamburger



Ice cream



Hot chips



Pizza



Hot dog

My
favourite
thing
to do



Art



Sport



Reading



Music



Gaming



Building

My favourite animal is a My favourite colour is

My favourite food is My favourite thing to do is

These friends like the
same animal as me:

These friends like the
same colour as me:

These friends like the
same food as me:

These friends like to do
the same things as me:



Years 1/2/3

20-30 mins

TEACHER

Four Corners Game



WHAT YOU NEED

Teacher resource: Four Corners Game

KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	
Managing self	✓
Relating to others	✓
Participating and contributing	✓

VALUES

Excellence	
Innovation, inquiry, and curiosity	✓
Diversity	✓
Equity	
Community and participation	✓
Ecological sustainability	
Integrity	✓

INSTRUCTIONS

1. Print off and complete your question sheet. The first 6 questions have been filled in for you with the remaining blank boxes left for you to add your own questions.
2. Label the four corners of the room. Put up a sign at each corner, numbered 1, 2, 3, and 4.
3. Make space at the sides of the room. Clear the area near all four walls, so children can easily move between corners.
4. Explain what the term 'peas in a pod' means - People who are very alike; being similar to another person, or because both people like doing the same things.
5. Explain the rules of the activity - each child should move to the corner with the number that matches their choice.
6. Read out the questions. Give the children chance to notice others with the same favourite.



Four Corners Game



Ask the class the following questions.
Each student should decide their favourite and move to that corner.

FAVOURITE ANIMAL	
1 Dog	2 Cat
3 Fish	4 Bird

FAVOURITE COLOUR	
1 Blue	2 Red
3 Green	4 Yellow

FAVOURITE FRUIT	
1 Banana	2 Apple
3 Orange	4 Grapes

FAVOURITE THING TO DO	
1 Drawing	2 Playing Sport
3 Reading	4 Gaming

FAVOURITE TOY	
1 Doll	2 Cuddly Toy
3 Ball	4 Game

FAVOURITE SPORT	
1 Soccer	2 Netball
3 Rugby	4 Swimming

FAVOURITE.....	
1	2
3	4

FAVOURITE.....	
1	2
3	4

FAVOURITE.....	
1	2
3	4

FAVOURITE.....	
1	2
3	4

FAVOURITE.....	
1	2
3	4

FAVOURITE.....	
1	2
3	4



Years 1/2
30-40 mins

TEACHER

Mirror Mirror



WHAT YOU NEED

Teacher resource: Suggested Actions List.

KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	
Managing self	✓
Relating to others	✓
Participating and contributing	✓

VALUES

Excellence	✓
Innovation, inquiry, and curiosity	✓
Diversity	
Equity	✓
Community and participation	✓
Ecological sustainability	
Integrity	

INSTRUCTIONS

1. Explain what the term 'peas in a pod' means - People who are very alike; being similar to another person, or because both people like doing the same things.
2. Explain the rules of the activity - players are to mirror each other, as if they were looking into a mirror, so that their actions are exactly the same.
3. In pairs, players face each other. They choose one person to lead and one person to follow.
4. Show the leader how to make their movements slow. Show the followers how to follow in a relaxed way.
5. Suggest actions to follow from the list provided - these have been taken from the book.
6. After 5 minutes, ask the players switch roles.
7. When both players have had their turn, ask students to show the rest of the class their best mirroring actions.



Mirror Mirror



WHAT YOU NEED

Teacher resource: Suggested Actions List.

KEY COMPETENCIES

Thinking	✓
Using language, symbols, and texts	
Managing self	✓
Relating to others	✓
Participating and contributing	✓




VALUES




Excellence	✓
Innovation, inquiry, and curiosity	✓
Diversity	
Equity	✓
Community and participation	✓
Ecological sustainability	
Integrity	

INSTRUCTIONS

1. Explain what the term 'peas in a pod' means - People who are very alike; being similar to another person, or because both people like doing the same things.
2. Explain the rules of the activity - players are to mirror each other, as if they were looking into a mirror, so that their actions are exactly the same.
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4. Show the leader how to make their movements slow. Show the followers how to follow in a relaxed way.
5. Suggest actions to follow from the list provided - these have been taken from the book.
6. After 5 minutes, ask the players switch roles.
7. When both players have had their turn, ask students to show the rest of the class their best mirroring actions.
8. Ask the audience to guess what the pair is doing.
9. Ask the audience to guess which person was leading and which person was following.



IN CLASS		IN THE VEGETABLE GARDEN		BAKE A BANANA CAKE	
					
Write	Put hand up	Put gloves on	Water garden	Peel bananas	Pour ingredients
Read	Sit on the mat	Dig garden	Pick peas	Mix ingredients	Put into the oven

EATING LUNCH		FEEDING LAMBS		PLAYING WITH TOM CAT	
					
Open lunchbox	Unwrap sandwich	Fill bottle with milk	Feed lamb	Rub tummy	Cuddle
Eat an apple	Eat jelly with spoon	Stroke lamb	Pick lamb up	Pick Tom cat up	Play game with Tom